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PARENTS', STUDENTS', AND TEACHERS' OPINIONS OF CONFERENCES  
AS A MEANS OF REPORTING PUPIL PROGRESS AT THE  
LYNNVILLE-SULLY JUNIOR HIGH SCHOOL

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Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
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Master of Science in Education

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by

Duane Dean Brand

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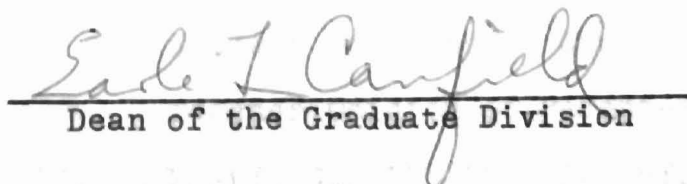
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Approved by Committee:

  
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## CHAPTER I

### INTRODUCTION

Reporting pupil progress to parents and students is a vital function of the school. As in the case of the other educational functions, reporting methods have been subject to criticism and change, and the present practices are viewed by the home and the school with varying degrees of satisfaction. Parent-teacher concern for the adequacy with which a student's total development is reported has promoted continuous appraisal of the present methods employed in reporting pupil progress.

The reporting of pupil progress in the elementary schools has evolved from simple instruments, which reported marks as percentage or letters, to multiple reporting forms and procedures. The use of fairly complex report cards allied with parent-teacher conferences represents the modern trend toward a more complete understanding with emphasis on guidance, public relations, and developing an understanding of the curriculum.

The opportunities the conference offers for documentation of personal contact, and sharing of information have caused educators to consider it a valuable technique. But while it certainly adds substance to the reporting procedure and can accomplish things that a report card cannot, there is no guarantee that a conference will be a superior method. Conferences are subject to some of the same anomalies as report cards, and their success depends on the skill of the teacher in verbal communication.<sup>1</sup>

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<sup>1</sup>John H. Hammel, "Report Cards," The National Elementary Principal, XLII, No. 6 (May, 1964), 50.

It would appear to the writer that if the parents are to lend valuable assistance to the school they must understand the standards and attitudes the school is trying to develop, the child's ability, how his achievement correlates with his ability, the relationship between the child's achievement and that of the rest of the class, and the causes of poor work.

Conferences with parents can be one of the most satisfactory ways of reporting. At a parent-teacher conference, the teacher can use samples of the child's work to explain his judgment of the pupil's ability. Conferences give the parent a chance to ask questions and the teacher a chance to explain the purposes of the school and the teaching methods. This give and take facilitates understanding on both sides.<sup>1</sup>

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine what parents, students and teachers regarded as the strengths and weaknesses of the conference method of reporting pupil progress at the Lynnville-Sully, Iowa, Junior High School.

The parent-teacher conferences referred to in this

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<sup>1</sup>Adeline Daley, "Report on Reports," NEA Journal, LII (December, 1963), 15.

study were held in the seventh, eighth, and ninth grades during the school year 1963-1964.

Background of the study. Early in the 1960-61 school year, the administration and faculty inaugurated a program of parent-teacher conferences for the Lynnville-Sully school system. Two series of conferences were held in conjunction with the end of the first and third nine-week marking periods.

As this conference program developed, continued efforts were made by the faculty and administration to establish an acceptable procedure for holding the conferences. Procedural changes made prior to the time of this study were based primarily on the opinions of the administration and faculty members. The writer was a member of the faculty during the period in which the conference program developed.

Need for the study. The conference method as a means of reporting pupil progress is a relatively new innovation in the educational pattern of the school. New techniques and practices, even though advantageous, often find criticism among the participants who fail to "catch on."

Some of the Lynnville-Sully faculty members expressed skepticism as to the parents' acceptance of the new reporting method. This doubt was minimized by the attendance of the parents at the first series of conferences. Attendance at subsequent conferences added further convincing evidence that

the program would become one of the educational procedures of the Lynnville-Sully Schools. No scheduled series of conferences was attended by less than 85 per cent of the parents.

With the continued efforts put forth to use the conference method of reporting, it became increasingly evident that the parents', students', and teachers' opinions of the total plan would be of value. Past modifications and additions had been adopted solely upon administrative and faculty recommendation and without reference to the opinions of the parents or students. It was assumed that more meaningful modifications could be effected in the future if the parents', students', and teachers' opinions were obtained. Therefore, it was decided to solicit these opinions, by way of a questionnaire, from the parents, students, and teachers, of the Lynnville-Sully, Iowa, Junior High School.

Limitations of the study. The practice of scheduling the conferences at the termination of the first and third nine-week marking periods was established with the introduction of the program. This study is limited to the opinions of parents, students, and teachers, of the Lynnville-Sully Junior High School, grades seven, eight, and nine.

The questionnaire used in this study was limited to the questions which the writer felt were significant to the study. The writer did not know whether the questions that

the parents, students, and teachers had in mind about the conference plan of reporting, would be answered, or whether the respondents would feel their responses to the questionnaire would be of no value to them or to this study. In constructing the questionnaire the writer was limited in knowing whether the parents, students, and teachers would respond to each question in the way in which the writer intended the question to be answered, or would interpret the questions differently.

Procedures for developing the study. The following procedures were used in the development of this study:

1. A review of the literature concerning methods used in reporting pupil progress was made.
2. Three questionnaire forms were prepared for use in determining the pupils', parents', and teachers' opinions of the parent-teacher conferences.
3. The questionnaires were constructed to include items needed to gather data to answer questions set forth in the statement of the problem.
4. The student questionnaire was validated by giving it to a group of seventh and eighth grade students of the Lynnville-Sully Junior High School. The questionnaire to be given to the parents and the teachers was validated by giving the questionnaire to a group of high school teachers of the Lynnville-



Sully Schools. They were asked to make comments on each item in the questionnaire regarding such things as clarity of meaning, over-all appearance of the instrument, time to respond, and so forth.

This study was started in May of 1964. Before school was dismissed the writer spoke to the students in each of the three grades and told them of the plans which were being made for the study. An explanation was given of the purpose of the study, how the questionnaire would be distributed, and the method of pick-up to be used. At this time the writer also gave the students a letter which they were asked to take home to their parents. The letter explained the purposes of the questionnaire and requested that the parents participate.

5. The questionnaire was distributed by the writer to the homes of the parents, students, and teachers of the Lynnville-Sully Junior High School, during the summer of 1964. The teachers who were not home during the summer were contacted by mail.
6. The writer delivered the questionnaire in person to 48 seventh, 57 eighth, and 47 ninth grade students; 131 parents; and 12 teachers.
7. The questionnaires were picked up by the writer in person from the homes of the parents, students, and



teachers, one day after distribution.

8. Conclusions and recommendations for the parent-teacher conferences were developed through an analysis of the literature reviewed and the responses to the questionnaires.

## II. DEFINITIONS OF TERMS USED

To add clarity to the terms used in this study, the following definitions are presented.

Conference. The conference refers to a discussion between the parent, student, and the homeroom teacher concerning the student's scholastic, emotional, physical, and social development. Other pertinent matters related to his being in school might also be discussed, if necessary. These included attendance, attitudes, adjustment, and discipline.

Terms used synonymously with conference are parent-teacher conference, parent conference, and parent meeting.

Conference procedure. The techniques used to initiate, carry out, and terminate an individual conference are referred to as the conference procedure. These techniques were utilized more specifically by the teachers than by the parents.

Parents. The term "parents" applies to the person or persons, including parents, grandparents, guardians, or older members of the family, who attended the conference for a

student enrolled in the junior high school.

Lynnville-Sully, Iowa, Junior High School. The Lynnville-Sully Junior High School is administered and staffed at Lynnville, Iowa, and consists of grades seven and eight. Grade nine is at Sully, Iowa, and is administered and staffed jointly with the senior high school. The school year is divided into two semesters, each semester consisting of two nine-week marking periods.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

An investigation of the writings on reporting pupil progress reveals that there are many facets to this subject. Chapter II contains a review of the literature on three aspects of reporting related to this study.

#### I. PURPOSES OF PROGRESS REPORTS

A common appeal made by the authors writing on the subject of progress reporting is for schools to define the purposes of their reporting methods.

Ayer noted that there were important reasons given to justify the time and expense of reporting to parents. Purposeless reporting tends to promote frustration among the pupils and misunderstanding among the parents.<sup>1</sup>

If the recent past is any gauge, parents will be increasingly called on to work with educators toward needed improvements, for all signs point to continuing effort to improve reporting procedures.<sup>2</sup>

A good progress reporting system, according to Strang,

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<sup>1</sup>Fred C. Ayer, Fundamentals of Instructional Supervision (New York: Harper and Brothers, 1954), p. 134.

<sup>2</sup>Daley, op. cit., p. 15.

is one that reports to the pupils themselves, to the parents, and to the cumulative pupil personnel records.<sup>1</sup>

The Milwaukee School Curriculum Planning Council concluded that the purpose of reporting is to inform the parents of their children's growth and development, to increase the parents' understanding of education and the school's program, and to further the development of friendly communications and cooperation between the home and the school.<sup>2</sup>

Wagner pointed out that the most significant trend in reporting pupil progress today is the increasing emphasis being placed on parent-teacher conferences.<sup>3</sup>

Other trends in reporting pupil progress, according to Wagner, include:

1. Pupil preparation of brief written evaluations of their own work.
2. Greater explanation of the meaning of marks on the written report card.
3. Increased use of descriptive terms and interpretations.
4. Combined use of both individual progress marks and comparative marks.
5. Inclusion of personality, work habits, and social traits in reporting.
6. Combination of reporting both parent-teacher conferences and report cards, often alternating them each six weeks period.<sup>4</sup>

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<sup>1</sup>Ruth Strang, How to Report Pupil Progress (Chicago: Science Research Associates, Inc., 1955), p. 4.

<sup>2</sup>Reporting Pupil Progress to Parents, The Fifth of a Series of Lay Meetings, Sponsored by the Curriculum Planning Council (Milwaukee: Public Schools, 1948), p. 4.

<sup>3</sup>Guy Wagner, "What Schools Are Doing, Reporting Pupil Progress," Education, LXXX (February, 1960), 381.

<sup>4</sup>Ibid.

These trends reflect the school's desire to provide better guidance and to improve communication with the home.

Ayer presented the following list of purposes for a reporting system:

1. To inform parents and pupils concerning the pupil's ability, status, and rate the progress in mastering the school's goal of achievement, growth and development,
2. To improve school parent conferences,
3. To provide a basis for parent-teacher conferences,
4. To provide a basis for pupil-teacher conferences,
5. To improve parent-child cooperation,
6. To provide a basis for adjustment and guidance,
7. To stimulate pupils to do better work,
8. To stimulate teachers to keep accurate records,
9. To inform parents concerning the school's philosophy and program,
10. To report emergency situations.<sup>1</sup>

In several articles Strang projected the area of guidance into the progress report. She stated that reports should enable the parents and the teachers to work together to help the child grow in his own way.<sup>2</sup>

The progress report was described as a comprehensive guidance tool by the Milwaukee School Curriculum Planning Council. The council's description follows:

1. It becomes a record or statistical report through the school years.
2. It shows the weaknesses and strengths so that others can help the child.
3. It helps a parent know the child as others see him.
4. It stimulates interest in the growth of the child.
5. It is an incentive to the students.

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<sup>1</sup>Ayer, op. cit., p. 118.

<sup>2</sup>Ruth Strang, "Reporting Pupil Progress," School Executive, LXXII (August, 1953), 49.

6. It helps a student prepare for the competitive world.
7. It is a barometer of what a child is capable of achieving.<sup>1</sup>

## II. THE CONFERENCE METHOD OF REPORTING

### PUPIL PROGRESS

Parents and teachers have reported that face-to-face conferences have helped to bridge the gap between the home and the school more than any other previous endeavor.<sup>2</sup>

A parent-teacher conference should be arranged on a friendly basis. The teacher should show a genuine interest in meeting the parents and students, with a friendly smile and greeting. A conference should be planned so that the teacher, parent, and student (if desired) can sit down quietly and informally and not be hurried in their visit. A cooperative atmosphere should be evident during the conference.

You have to bide your time even after you have helped a parent see the child in his strengths and successes. You cannot yet flatly say: "Do this, and do it now." Until there is readiness, all the good ideas in the world, all the most perfect suggestions go by the board. They are not heard. Or if they are heard, they are not picked up. Or if they are picked up, they are not acted upon. Or if acted upon, they do not work.

You are not trying to pull the wool over someone's eyes. But how much you tell this time and how much you

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<sup>1</sup>Reporting Pupil Progress to Parents, p. 3.

<sup>2</sup>T. W. Fine, "Parent-Teacher Conferences in the Junior High School," National Association Secondary School Principal Bulletin, XLIV (November, 1960), 104.

postpone until later, how detailed you are in telling the problem or how much you say in general, how positive you are in making the difficulty stand out or how you fit it into a total picture, depends on the parent.<sup>1</sup>

If there is a matter that the student is having trouble with, which should be discussed with the parent, the teacher should bring it up, but should do it with great care. When the parent senses the problem, he will be in a position to listen, to learn, and to have his own ideas. When the teacher offers suggestions to the parent it is often wise to offer alternative ones so that the parents may make the decision as to which to use. It is best if the parents can be led to make their own decisions as to the best course of action.<sup>2</sup>

The conference gives the parent an opportunity to know the teacher as a person. It establishes the parent's confidence in the teacher. The conference can serve to give parents information about the way teaching is done and about the goals of the educational program. The reporting by the teacher on the child's school progress gives the parent a basis for guiding the child that might not otherwise be available to him. The conference provides the parent assurance that the teacher values the child as a person and is concerned for his total

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<sup>1</sup>James L. Hymes, Jr., Effective Home-School Relations (New York: Prentice-Hall, Inc., 1954), p. 150.

<sup>2</sup>Beatrice Ford Parker, "The Parent-Teacher Conferences," Elementary School Journal, LIII (January, 1953), 271-72.



growth.<sup>1</sup>

From the parents' point of view the interview gives a chance to talk about the child with someone who cares about him but in a different way than the parent--a more detached way, yet still warm and close. The teacher, because of her preparation for teaching and experience with children, knows of things that are helpful to parents--about the way children grow and develop, about the things it is reasonable to expect of them as they grow, about how they look at things, and something of why they feel as they do from early childhood on. It is very natural that parents should find it helpful to talk with their child's teacher about things such as these.<sup>2</sup>

There are a number of do's and don'ts of parent-teacher interviewing. Langdon and Stout made several suggestions to lend assurance to those teachers who seemed hesitant about conducting conferences:

1. Be truthful and honest. Tell things as they are, the pleasant and the unpleasant. Parents want the truth. They appreciate a teacher who can be depended upon to tell things as they are, and who never tries to put anything over on them.
2. Respect a parent's confidence. If the parent has enough faith in the teacher to speak openly, then certainly it behooves the teacher not to betray that trust.
3. Don't be shocked at whatever is said. The teacher has to be able to adjust to all kinds of situations. There are many sorts of ways of living and doing and thinking and feeling.
4. Don't jump at conclusions. One may think that he knows the answers, but he may be wrong. He might better wait and listen instead of being too sure. It may save a lot of trouble.

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<sup>1</sup>D. L. Barnes and J. Slaughter, "Wanted-Better Communications Between Home and School," National Elementary Principal, XLI (September, 1961), 51.

<sup>2</sup>Grace Langdon and Irving W. Stout, Teacher-Parent Interviews (New York: Prentice-Hall, Inc., 1954), p. 9.



5. Take what the parents say seriously. Remember everyone has his song. How can the teacher expect the parent to listen to the teacher, if she in return refuses to listen to the parent? What the parent has to say is important because he wants to say it.
6. Avoid getting into arguments. Reason, don't argue. There are many ways of doing something, not just one right way. Let the parent express what he feels. Then the teacher can give suggestions for what they are worth; not to prove that the parent is right or wrong.
7. Avoid teacherish language. It is not enough to say something; the parent must listen and make sense out of what is said.
8. Be ready to speak honest admiration for what the parents do. Teachers need and expect encouragement; so do parents. A few well placed words can give a parent a big lift.
9. Show genuine interest in what the parents have to say. The teacher should not be too anxious for his say, for maybe the parents will give him the clue he needs.
10. Let the parents see that the teacher is willing to make adjustments. Be ready to explain what is done at school and why it is done. Parents can soon tell if the teacher is willing to meet them half way.
11. Don't belittle what the parents do. Indicate genuine praise for what the parents have done.
12. Don't be superior about the child's better adjustment at school than at home. Even if this is true it is likely to be more helpful to talk over these differences than to launch into an account of the effective way the matter is being handled at school and to imply that the parent is not doing so well.
13. Don't ask personal questions. Talking about the child one does come near to personal matters, but questions about them can be so generally worded that the parents will feel free to speak of what they wish.
14. Don't belabor a point. Use good judgment as to how much time should be used dealing with a certain point.
15. Listen. Listening indicates a belief that there is something to be learned from the parents and a readiness to learn.
16. Accept. This does not mean a blind acceptance, but an acceptance that sees things as they are.<sup>1</sup>

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<sup>1</sup>Ibid., pp. 312-18.

Strang suggested that sound reporting includes the guidance of a child's learning, and this requires the cooperation of both the parent and the teacher. She stated that this might be achieved best through a conference.<sup>1</sup>

Elsewhere, Strang proposed that when pupil progress reports are cooperatively developed and conducted, they help the slower pupils to recognize and overcome their difficulties, and stimulate the gifted pupils to work up to their capacity.<sup>2</sup>

The conference method is not without its limitations. D'Evelyn has isolated three main obstructions to a successful conference. One is the lack of training for this work on the part of the teachers; another is the lack of understanding of the meaning of parent conferences on the part of the administration; and a third is the lack of time and energy on the part of the teachers because of heavy class loads and inadequate provisions for conferences in the school program.<sup>3</sup>

A father, speaking of his conference, said:

My first encounter with teacher-parent conferences gave me a distinct feeling of satisfaction. It made me feel closer to the people who look after my children during that large part of their lives when they are in school.

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<sup>1</sup>Ruth Strang, "What Did You Get on Your Report Card?" National Parent Teacher, XLIV (March, 1950), 27.

<sup>2</sup>Strang, "Reporting Pupil Progress," p. 50.

<sup>3</sup>Katherine E. D'Evelyn, Individual Parent-Teacher Conferences (New York: Bureau of Publications Teachers College, Columbia University, Bulletin No. 9, 1945), pp. 93-94.

It convinced me that here is a natural, nearly painless way of getting the best from a school child. I hope you come away from your first conference as satisfied as I did. You will, too, if you just keep the chip off your shoulder, relax, and be ready and willing to co-operate.<sup>1</sup>

Coleman justified the use of the conference method of reporting progress in the following statement:

Even though most conferences with parents may not produce anything startling or new that the teacher did not already know, the occasional one that provides new insight or a new perspective does make it worthwhile. And beyond this, the conference that succeeds in bringing the parents and the teacher closer together serves and helps the child.<sup>2</sup>

### III. RELATED STUDIES

Rothorty spoke of the parent-teacher conference as a two-way street:

The parent learns what the school is attempting to accomplish, what demands of the child, and what kind of environment it provides for the pupil population. By means of the conference the teacher also gains an understanding of the parents' philosophy of rearing children and their methods of discipline, direction, or control.

The parent-teacher conference is an excellent means of contact for the following reasons:

1. It provides an opportunity for a closer working relationship between the teacher and the parents.
2. It stimulates both parents and teachers to provide a better environment for the child.

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<sup>1</sup>Major Dennis D. Nicholson, Jr., "Going to a Parent-Teacher Conference," National Parent Teacher, XLIX (September, 1954), 34.

<sup>2</sup>William Coleman, "Conducting Teacher-Parent Conferences," Understanding The Child, XXV (October, 1956), 118.

3. It results in improved communication. From a relatively few words in a written communication, it is possible to increase the number of words exchanged from say 2,000 words to 4,000 words in a typical conference of from 15 to 20 minutes.
4. Parents not only develop a greater insight into the school and the problems their child faces, but also feel that they play a more integral part in their child's education and training.<sup>1</sup>

Warnock reported in her study that the majority of parents approved the conference method of reporting. This majority was 75 per cent of the parents attending the pupil-parent-teacher conferences held in the fifth grade at McKinley Elementary School, Muncie, Indiana.<sup>2</sup> The study listed the following reasons for the parents' acceptance:

1. Because it helped them understand their child, the teacher and the school.
2. The discussions of specific problems made for better understanding of the total growth of the child concerned.
3. Parents liked the plan because they appreciated the opportunity of looking over their child's work and talking over with the teacher their child's progress or his failures to achieve.
4. The parents also felt there was merit in the fact that the child had an opportunity to evaluate his own work.<sup>3</sup>

Explaining their use of the conference method and the report card, Messerle and Bleeker stated:

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<sup>1</sup>A. M. Rothorty, "Methods for Improving Parent-Teacher Relationships," School Activities, XXXI (December, 1959), 105.

<sup>2</sup>Emma Warnock, "Reactions of Parents and Children Toward a Parent-Teacher-Pupil Conference Plan of Reporting," The Teachers College Journal, XXVI (November, 1954), 26.

<sup>3</sup>Ibid.

We are using the parent-teacher conference throughout the entire Newhall, Iowa, Consolidated School system. It is used as a complete substitute for the report in the primary grades and as a supplement to the report card in the rest of the school.<sup>1</sup>

Rothorty pointed out these facts about parent-teacher conferences:

1. Parents and teachers learn to know each other better and develop greater mutual understanding of the child and greater respect for each other.
2. Areas of deficiency or proficiency in achievement, reasons for and types of extracurricular activities, can be established specifically and qualified or explained as necessary.
3. An opportunity is provided to place emphasis on the total growth of the child in a way that is never at all possible in a written report to the parent.
4. There is less chance of misunderstanding and misinterpretation of the evaluations made by the teacher.
5. Teachers develop better perspective because they more vividly realized that the child interacts with many other environmental forces than merely his school surroundings.
6. The child develops a greater feeling of security when he feels that the teacher and his parents are teamed together "for" rather than working at cross purposes "against" him.
7. The school is able to establish a common ground with the community on school problems and policies, which proves that conferences are excellent public relations media.<sup>2</sup>

The following statement by Traxler tends to justify many of the present practices of reporting pupil progress:

The most encouraging aspect of present day reporting plans is not that perfect report forms have been developed

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<sup>1</sup>John Messerle and William Bleeker, "Parent-Teacher Conferences Used Throughout the System in This Iowa School," Midland Schools, IXX (April, 1956), 16.

<sup>2</sup>Rothorty, op. cit., p. 105.

or that the best ways of making reports have been discovered, but that hundreds of schools are experimenting with a variety of new plans, and that some of these schools are publishing experiments so that other schools may benefit by them.<sup>1</sup>

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<sup>1</sup>Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 283.



## CHAPTER III

### PRESENTATION OF THE DATA FROM THE SURVEY

This study was concerned with parents', students', and teachers' opinions of parent-teacher conferences in grades seven, eight, and nine of the Lynnvill-Sully Schools. There were 154 students enrolled in grades seven, eight, and nine, 12 teachers, and 132 parents. From this total, 152 students, 12 teachers, and 131 parents participated.

Chapter III is divided into three major parts: parent, student, and teacher opinions of conferences.

The survey indicated that the participants were very much interested in the study, since an average of 98.2 per cent of the questionnaires delivered were returned filled out. Table I shows the various numbers of questionnaires delivered and returned. There was a 100 per cent return from two groups; the ninth grade students, and the teachers. The writer failed to achieve a 100 per cent delivery to grade seven students and their parents, because at the time of the survey two of the students could not be contacted. One student had moved out of the school district, and the other student was spending the summer away from home.

There were various reasons why there was not a 100 per cent return of the questionnaires from the pupils of

TABLE I

ENROLLMENT IN THE SEVENTH, EIGHTH, AND NINTH GRADES  
 OF THE LYNNVILLE-SULLY PUBLIC SCHOOLS, 1963-64;  
 NUMBER OF TEACHERS AND PARENTS SURVEYED:  
 QUESTIONNAIRES RETURNED: AND THE  
 PER CENT OF RETURN

Respondents	Maximum Number of Respondents	Number of questionnaires delivered	Number of questionnaires returned	Per cent of questionnaires returned
Seventh grade pupils	50	48	45	96
Eighth grade pupils	57	57	56	98
Ninth grade pupils	47	47	47	100
Teachers	12	12	12	100
Parents	132	131	127	97
Totals	298	295	287	Average 98.2



grades seven and eight and from their parents. The writer found in picking up the questionnaires that some of the students as well as some of the parents had forgotten to fill them out. The writer returned a few days later to the homes of the students and parents who had not filled out the questionnaire and found that the questionnaires had been burned or misplaced.

### I. PARENT OPINIONS OF CONFERENCES

There was an indication by the parents that most of them (91.3 per cent) did enjoy the conference. Those parents that didn't enjoy the conference indicated that they felt they could get more out of a report card. There was a tendency for the parents to feel that the report card was needed with the conference, with neither the report card nor the conference taking the place of the other. Forty-six of the 131 parents wanted a report card every six weeks, and 13 indicated once a semester would be sufficient.

Very few of the parents gave any indication that they wanted any written information before the conference to prepare them for it.

Table II shows that a great majority of the parents felt that their child liked to have them confer with the teacher.

Table III shows that four out of five parents felt

TABLE II

OPINIONS OF PARENTS CONCERNING RELATIVE VALUE OF THE  
 CONFERENCE AND THE WRITTEN REPORT; THEIR DESIRE  
 FOR WRITTEN INSTRUCTIONS ABOUT THE CONFERENCE;  
 AND THE CHILD'S FEELING ABOUT HAVING THE  
 PARENT TALK WITH THE TEACHER

Question	Parent Response	Frequency	Percentage N = 127
Do you enjoy the conference?	yes	116	91
	no	11	8
Do you feel the conference is better than the report card?	yes	93	73
	no	34	26
Would you like some written instruction for preparing for the conference and tell- ing you what the conference will be like?	yes	38	30
	no	89	70
Do you think your child likes to have you talk to the teacher	yes	114	89
	no	13	10

TABLE III

PARENTS' OPINIONS CONCERNING THE CLARITY OF TERMS USED  
BY TEACHERS DURING THE CONFERENCE; VALUE OF THE  
CONFERENCE IN ACQUIRING BETTER UNDERSTANDING  
OF THE SCHOOL AND THE CHILD; NECESSITY FOR  
CONFERENCES; AND OPPORTUNITY FOR EXCHANGE  
OF INFORMATION WITH THE TEACHER

Question	Parent Response	Frequency	Percentage N = 127
Do you think the conference method has resulted in giving you a better (more complete and accurate) understanding of the school and what it is doing?	yes	118	92
	no	9	7
Are you given a chance to express your opinions completely in the conference?	yes	116	91
	no	11	8
During the conference, do the teachers use terms that you understand?	yes	122	96
	no	5	4
Do you feel conferences are necessary in high school?	yes	102	80
	no	25	19
Do you think you help the teacher better understand your child?	yes	105	82
	no	22	17
Does the conference plan give you a better understanding of your child's needs and progress in the school?	yes	120	94
	no	7	5

the conference to be necessary in high school. The same table also points out that ninety four per cent of the parents believed that they were given a better understanding of their child's needs and progress in school. The need for parent-teacher conferences during all four years of high school was also shown on Table III and XI.

On Table IV the parents indicated that they preferred the day time for the conference. There were some of the parents who felt that if the conference was held at night, both of the parents could attend. Also there were some mothers who indicated they couldn't drive a car, so they were unable to attend the conferences.

The majority of the parents were in favor of having two conferences a year. One conference at the beginning of the school year, during the first nine weeks, and a second conference held the third nine weeks. With this in mind, the parents indicated that if there was a problem concerning the student, a conference should be held immediately to try to improve the situation, and not wait until the appointed conference arrives.

Concerning the length of time for each conference, 81 of the 131 parents, favored fifteen minute conferences. Twenty-four parents favored twenty minute conferences. There were only four parents who expressed they wanted no time limit to the conference.

TABLE IV

OPINIONS OF PARENTS CONCERNING WHEN THE CONFERENCE SHOULD  
BE HELD, TIME LIMITS, NUMBER OF CONFERENCES NECESSARY,  
AND WHETHER THE PARENT DISCUSSES THE CONFERENCE  
WITH THE CHILD

Question	Parent Response	Frequency	Percentage N = 127
Do you discuss the conference (what was discussed) with your child?	yes, part of it	88	69
	yes, all of it	37	29
	no, none of it	2	2
When do you believe the conference should be held?	day	92	72
	evening	14	11
	day and evening	21	17
How many conferences do you feel are necessary during the school year?	none	6	4
	one	18	14
	two	90	70
	three	7	5
	four	7	5
	five	1	1
	six	1	1
What should be the time limits for each conference?	ten minutes	15	10
	fifteen minutes	81	63
	twenty minutes	24	18
	thirty minutes	3	4
	no time limit	4	5

There was a tendency of the parents to feel that the conferences covered the mental, physical, social, and emotional aspects of the student thoroughly, as shown in Table V.

In answer to the question, "In what ways could the conference be of more help to you?" many views were expressed in writing by the parents. The views mentioned most often were:

1. During the conference more than one teacher should be available for the parents to talk to.
2. The teachers should feel free to discuss the student with the parent.
3. Have the child attend the conference with the parents.
4. If the child has a problem don't wait until conference time to discuss it; call attention to it immediately.
5. The conference should be held earlier in the school year, rather than at the end of the first nine weeks.
6. The teachers should be better prepared to discuss subject areas in more than one field in regard to the student.
7. The teachers should be quite frank in discussing the student. Some of the parents felt that teachers weren't telling "all" for fear of hurting the feelings of the parents.
8. More than one teacher should be available at the

TABLE V

OPINIONS OF PARENTS CONCERNING ASPECTS OF A CHILD'S  
GROWTH THAT SHOULD BE DISCUSSED, AND HOW OFTEN A  
REPORT CARD SHOULD BE ISSUED

Question	Parent Response	Frequency	Percentage N = 127
Which aspects of your child's growth do you think are covered most thoroughly in the conference?	mental	47	37
	emotional	28	22
	physical	13	10
	social	40	31
	all of these	59	46
	none of these	5	3
How often do you feel a report card should be issued?	every six weeks	46	36
	every nine weeks	68	53
	once a semester	13	11



conference for the parent to speak with.

Some comments of the parents in answer to the question,

"How can the conference be of more help to you?" follow:

I think conferences could be of more help if one could see each teacher their child has for each subject. I also think that if the parent can only see one teacher, it should be the one that teaches the subject most difficult for my child, then perhaps we could help our child more.

Show more variety of the student's work, and more opportunity to see other teachers than just the one.

Perhaps a little more time for each parent. But I realize this may cause a problem as to having enough time for all.

I enjoy the conferences to learn to know what my child is doing in school, in what respect he is weak and how I can help him and also his teacher. I think, if the teachers detect trouble of some sort, that a parent would be interested in knowing or in being able to help correct it. A teacher should call an immediate conference with those parents, not letting it go until a regularly scheduled conference.

Giving equal time to the parent to express his views of the school program and his child and the child's problem. Sometime parents can give an insight to the child's school problem and conduct.

I don't think the conferences do much. My children aren't doing any better with them than they did without. We used to get a report card every six weeks and I think I learned more about them then, than I do now. I don't care about the way they grade the report cards, either. I like the A, B, C, method like it used to be. I can understand it better.

Just a little more time. Ten-fifteen minutes aren't long enough when a problem comes up.

We are well pleased with the parent-teacher conferences, but feel the one at the end of the year is not necessary.



We feel the conferences are quite adequate. However, I sometimes wonder if the teacher tells all for fear of hurting my feelings! I especially enjoy the conferences, and think an evening conference might bring my husband out. Possibly this could be for high school. Thus, no babysitter.

I think the idea of choosing your teacher seemed profitable. I believe conferences, five minutes, should be earlier in school year, so the teacher can help the child more. A simple explanation by parent to teacher could result in the teacher giving or explaining work to pupil, fixing it so if pupil is failing, extra work could be provided or more time in explaining. Sometimes pupil doesn't understand and hates to ask the teacher.

We feel they are handled very well. We get a lot of help from them in understanding our child and could not wish for any improvement.

We think the present system covers everything well.

I would prefer to talk to more than one teacher, especially if my child is having problems in certain subjects. I feel the teacher and parents should do as much as possible to understand each student. This often takes time and the child may fall behind before the teachers are aware of his difficulty. In high school I would prefer to decide what subjects to study with a conference between student, teachers, and parent, because the student is often influenced by a close friend rather than making his own decisions.

I think it would be better and help the parent and student also, if the student was to be present at these conferences.

I like for the teacher to be very frank and truthful. I like to know the failures as well as good points so we can help our children improve.

I think they are okay the way they are.

## II. STUDENT OPINIONS OF CONFERENCES

The students of grades seven, eight, and nine were very enthused about the parent-teacher conferences. The students

indicated they wanted to attend the conference. Of the students who participated in this study, only two of 148 had ever attended a conference with their parents.

As shown in Table VI, the students felt that the conference was an excellent means of communication between the parents, students, and teachers. This was shown in that the students felt they had a better understanding of their needs and progress in school. Since only two students have ever attended a conference, the tendency of the parents to talk to the child about what was said seems very important. Ninety-three per cent of the students indicated that their parents did discuss the conference with them.

As shown in Table VII, the students consider the conference plus the report card as the best system of reporting academic progress. This was similar to the attitude shown by the parents. Very few of the students considered the conference alone as a good method of helping them. Only ten per cent of the students indicated that the report card without the conference would help them most in progressing in school.

The students showed a tendency to feel that two conferences a year would be enough. As shown on Table VIII, twenty-five per cent indicated that the conferences should be held more than twice a year, and only a few felt that one conference a year was sufficient.

The students indicated various opinions as to the

TABLE VI

OPINIONS OF STUDENTS CONCERNING THEIR ATTENDANCE AT  
THE CONFERENCE; DESIRE TO HAVE THEIR PARENTS  
TALK TO THE TEACHER; AND WHETHER  
THE PARENTS TALK TO THEM  
ABOUT THE CONFERENCE

Question	Student Response	Frequency	Percentage N = 148
Does the conference plan give you a better understanding of your needs and progress in school?	yes	121	82
	no	27	18
Have you attended a con- ference with your parents?	yes	2	1
	no	146	99
Do you like to have your parents talk with your teachers about your progress?	yes	127	85
	no	21	15
Do your parents talk to you about what they discussed in the conference with the teacher?	yes	138	93
	no	10	7

TABLE VII  
 OPINIONS OF STUDENTS CONCERNING ATTENDANCE AT  
 THE CONFERENCE, AND USING THE CONFERENCE  
 AS A METHOD OF REPORTING

Question	Student Response	Frequency	Percentage N = 148
Which method of reporting your school progress do you believe best in helping you adjust to school?	the conference with the report card	127	85
	the conference without the report card	6	5
	the report card without conference	15	10
Do you feel you could benefit more if you attended the conference with your parents?	yes	47	27
	no	65	43
	undecided	42	30
How much of the conference do you feel you should attend?	one-half of it	40	27
	three-fourth's of it	7	5
	all of it	25	17
	none of it	76	51

TABLE VIII  
 OPINIONS OF STUDENTS CONCERNING LENGTH OF  
 CONFERENCES AND NUMBER OF CONFERENCES TO  
 BE HELD DURING SCHOOL YEAR

Question	Student Response	Frequency	Percentage N = 148
How often do you feel the parent- teacher confer- ence should be held during the school year?	once	12	8
	twice	99	67
	more than twice	37	25
How many minutes do you feel the conference should last?	ten minutes	18	12
	fifteen minutes	69	46
	twenty minutes	34	23
	thirty minutes	6	4
	no time limit	21	15

length of time for each conference. The greatest percentage indicated 15 minutes. The writer feels that the students' attitudes toward this question must have been, to some degree, influenced by listening to the parents discuss various aspects of the conference, and what was accomplished, because only two students had ever attended a conference. Table VIII shows the various responses concerning the length of the conferences.

The students gave some interesting replies to the question, "How could the conference be made more helpful to you?" Some of their written comments follow:

The conference could be made more helpful to me if I could be present for one-half of it. I think we should have some right to make comments on our work if we attend. If our parents and we have complaints about our work I think something should be done. Often the teacher agrees that something should be done, then after the conference is over, every complaint is forgotten and nothing is done. Some teachers say the child is progressing well, but from the looks of the report card and what the child says progress is slow and help is needed. Three conferences should be given a year. One for the parents and child to attend, one for the parents only, and one for the child.

Have the child go along too. My mother thinks that it isn't important. We should have four conferences so that the parents can see and talk to all of our teachers.

If the things in what the teachers say need improvement, say how they could be improved.

I think the conferences should be held before the nine weeks are up.

I think the teacher should have a conference with the pupil also. Let the parents have their conference with the teacher one day, and the students have their

conference the next. That way we could find out what the teacher thinks our progress is. I don't think the parent should go to the same teacher every time. If you had four conferences a year they could find out from each teacher what help the student needs to get his subjects.

The conference could be made more helpful to me if I attended it. If all they say is what I am told, which is always about the same, I don't see why they need ten minutes to talk about the weather.

The conference could be more helpful too if mom or dad would go to all of them, then if I went down in a subject they would ask why.

If my mom would tell me more of what happened at the conference.

I think the parents ought to be able to talk to all the teachers. This would give the child a chance to see how he's doing in each subject.

I don't know of any way the conference could be made more helpful.

I believe the conferences would be more helpful to me if the teacher who is speaking to my parents, would be the one who is the instructor in the class in which I need help. Otherwise I think the conferences are very good.

In general there were two views which were expressed by the students most often which they felt would help them most in using the conference to report their progress:

1. Let the student attend at least part of the conference.
2. Let the parent talk to more than one teacher.

### III. TEACHER OPINION OF PARENT-TEACHER CONFERENCES

The twelve teachers who took part in this study were



very much concerned about parent-teacher conferences and the various aspects of the conference, as shown in Table IX.

The teachers felt the conference should be held in the daytime. Three of the teachers felt that if the conferences were held day and night, it would give both parents a chance to attend and they wouldn't have to see so many parents during the day, which would give the teacher time to record various significant aspects of the conferences. The teachers have mixed opinions as to whether they are provided adequate time to make a record of the conference.

Eight of the twelve teachers felt that adequate time was provided for each conference. There were mixed opinions as to what they considered adequate time. One-half of the teachers indicated fifteen minutes would be adequate. Three teachers felt that the conference should be twenty minutes in length. Two teachers indicated that there should be no time limit, and only one felt that ten minutes would be sufficient. The opinions of the teachers are quite similar to those of the parents and students as shown on Tables IV and VIII.

The teachers said the conference with the use of the report card was the method of reporting best suited to helping the student adjust to school. Only one teacher felt that the conference without the report card would be better, and some of the teachers indicated that the report card alone would help the student adjust most effectively.

TABLE-IX

OPINIONS OF TEACHERS CONCERNING ADEQUACY OF TIME  
ALLOWED FOR THE CONFERENCE, AND WHEN THE  
CONFERENCE SHOULD BE HELD

Question	Teacher Response	Frequency	Percentage N = 12
When do you believe the conference should be held?	day	8	67
	evening	1	8
	day and evening	3	25
Do you feel adequate time is given for each conference?	yes	8	67
	no	4	33
What do you consider adequate time for a conference?	ten minutes	1	8
	fifteen minutes	6	50
	twenty minutes	3	25
	thirty minutes	0	0
	no time limit	2	17

Eight of the twelve teachers indicated that they preferred the student not to attend any part of the conference. Three of the teachers, as shown on Table X, felt they would like to have the student attend at least part of the conference. Only one teacher favored the student attending all of the conference.

There were mixed opinions voiced by the teachers as to how many conferences were necessary to report a child's progress thoroughly. The greatest per cent indicated two conferences would be sufficient. The other opinions varied and are shown on Table X.

All of the teachers felt the conference was necessary in high school, as shown in Table XI.

One-half of the teachers expressed the opinion that all aspects of the pupil's growth--mental, physical, social, and emotional, should be discussed during the conference period. General opinion, however, was that time would not allow a discussion of all these aspects of the pupils growth in the present set-up of parent-teacher conferences at the Lynnville-Sully Schools.

The general opinion of the teachers was that the parents did participate freely in the conferences. As shown on Table XII, there were various opinions expressed by the teachers concerning the amount of participation by the parents. Seven of the twelve teachers said the conference with the use of a

TABLE X

OPINIONS OF TEACHERS CONCERNING THE STUDENTS ATTENDANCE  
AT THE CONFERENCE; METHOD OF REPORTING WHICH BEST  
HELPS THE CHILD; AND NUMBER OF CONFERENCES  
NECESSARY PER YEAR

Question	Teacher Response	Frequency	Percentage N = 12
Which method of reporting a student's progress do you believe best helps a child in his adjustment to school?	the conference with report card	11	92
	the conference without report card	1	8
	the report card without conference	0	0
How much of the conference would you like to have the child attend?	none of it	8	67
	at least part of it	3	25
	all of it	1	8
How many conferences do you think are necessary to report a child's progress thoroughly?	four conferences	3	25
	three conferences	1	8
	two conferences	7	59
	one conference	1	8

TABLE XI

OPINIONS OF TEACHERS CONCERNING TIME PROVIDED TO RECORD  
SIGNIFICANT ASPECTS OF THE CONFERENCE; NECESSITY  
FOR CONFERENCES IN HIGH SCHOOL; AND ASPECTS OF  
THE CHILD'S GROWTH WHICH SHOULD BE DISCUSSED

Question	Teacher Response	Frequency	Percentage N = 12
Do you think conferences are necessary in senior high school?	yes	12	100
	no	0	0
	undecided	0	0
Do you feel it necessary to discuss <u>all aspects</u> of a pupils growth during a conference period?	yes	6	50
	no	6	50
	undecided	0	0
Are you provided time to record significant aspects of the parent- teacher conferences?	yes	5	41
	no	7	59

TABLE XII

OPINIONS OF TEACHERS CONCERNING IN-SERVICE PREPARATION  
FOR CONFERENCES; PARENT PARTICIPATION; AND  
METHODS OF GIVING AND RECEIVING  
INFORMATION ABOUT THE CHILD

Question	Teacher Response	Frequency	Percentage N = 12
Do all parents participate freely in the conference?	all of the parents	1	8
	most of the parents	8	67
	some-less than one-half	3	25
	none of the parents	0	0
Which method of reporting do you prefer as a means of giving and receiving information about the student?	conference without report card	4	33
	report card	0	0
	written report	1	8
	conference with a report card	7	59
Should better preparation be provided (in-service) for conducting conferences?	yes	7	59
	no	5	41

report card was the best method of giving and receiving information about the student.

Seven of the twelve teachers indicated that better preparatory (in-service) training should be provided before conducting the conferences.

In answer to the question, "What weaknesses does the conference method have as you see it in the Lynnville-Sully Schools?" the teachers gave the following opinions:

Lack of adequate time for individual conferences.

There should be time provided to have conferences with every parent of students in each class.

Less emphasis should be placed on discussion of student's grades, more on his social adjustment, adjustment to school progress, and his future.

Time should vary as schedules are set-up according to ability of child.

The parents come to the conference for the chief purpose of getting their child's report card. We need some method of public relations whereby the parents can see the full value of the conference.

If the teacher knew which parents wanted to see him before hand, he might be able to do a better job.

Parents of slower pupils do not attend.

The parent not getting to talk to the teacher with whom there seems to be a problem for the child.

First, I think no teacher should be allowed more than six or seven conferences a day. Parents should be filtered at the door so that those who wish to stop for an introduction to the teacher, or to say hello, should be allowed to do this, but not in the form of a fifteen minute period. Only parents who have something significant to say should be brought into the teacher's room. It seems the idea of the conference



is defeated if it becomes a free for all with parents floating about saying hello to all the teachers. Nothing of significant value is contributed.

Lack of time to record outcome of the conference is our principle problem as I see it.

I believe a check list sent home to parents before a conference would help both teacher and parent to guide the conference toward better understanding of the child. If report cards are to be issued along with conference, these should be sent home before the conference date.

By scheduling conferences one day and two evenings, time would permit recording of conferences. I believe teachers are required to see too many parents in one day.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was to obtain the opinions of parents, students, and teachers of the Lynnville-Sully Junior High School concerning the parent-teacher conferences as they have been conducted the last four years (1960-64).

Procedures for developing the study were as follows:

1. Literature concerning parent-teacher conferences was reviewed.
2. Three questionnaire forms were prepared for use in determining the pupils', parents', and teachers' opinions of conferences in grades seven, eight, and nine.
3. The student questionnaire was validated by giving it to fifteen seventh and eighth grade students of Lynnville-Sully Junior High School. The parent and teacher questionnaires were validated by giving the questionnaires to twelve of the high school teachers.
4. The questionnaire was distributed by the writer in person to the homes of 48 seventh, 57 eighth, and 47 ninth grade students; 131 parents; and 12 teachers during the summer of 1964. The teachers who were

not at home during the summer were contacted by mail.

5. The questionnaires were picked up by the writer one day after distribution and the responses were tabulated.

## II. CONCLUSIONS AND RECOMMENDATIONS

The writer found that all three groups of respondents--students, parents, and teachers--favored the conference plan as a method of reporting pupil progress.

Other conclusions which seem to be justified by the data accumulated in this study are as follows:

1. The parents want to know the truth about their children, so teachers should be frank in expressing their opinions.
2. Two conferences per year are enough.
3. Teachers should be sure to have early and frequent conferences concerning children with problems.
4. The fifteen minutes allowed for each conference seem to be adequate.
5. Parents are interested in their children's development, as evidenced by their cooperation in attending conferences.
6. Conferences provided a much better understanding than report notes in regard to the child's total development

through the opportunity to ask questions and to see the work the pupil does in school.

7. Teachers should be sure to give a complete picture of the child's growth in mental, physical, social, and emotional traits.
8. A report card should be issued at least every nine weeks.
9. The pupils would like to attend the conference.
10. If possible, the conferences should be made more available to the fathers.
11. Conferences should continue to be held during the high school years.
12. Time should be provided for the teachers to record significant aspects of the parent-teacher conferences.
13. More in-service preparation should be provided for conducting conferences.
14. If possible, parents should be given the opportunity to speak to more than one teacher during a conference period.
15. Teachers should be informed as to who will attend the conference.
16. The number of conferences a teacher has should be few, so that the teacher is able to understand and meet the needs of each child.

17. The conferences should be held during the day, with the possibility of having some conferences in the evening.
18. The conference method should be continued along with the report card as a means of reporting pupil progress.
19. Students should be invited to attend the conferences.
20. It is recommended that the superintendent of the Lynnville-Sully Schools meet with the faculty to discuss the various significant aspects that were found in the survey.

To the writer, this study has not only been a pleasant experience, but a very profitable one. It has opened new and additional avenues of friendly relations between parents, students, and teachers. It has provided a mutual ground for better understanding in future parent-teacher conferences.

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# APPENDIX A

## APPENDIX A.1

APPENDIX A.1.1

APPENDIX A.1.1.1

APPENDIX A.1.1.2

APPENDIX A.1.1.3

APPENDIX A.1.1.4

APPENDIX A.1.1.5

APPENDIX A.1.1.6

APPENDIX A.1.1.7

### APPENDIXES

APPENDIX A.1.1.8

APPENDIX A.1.1.9

APPENDIX A.1.1.10

APPENDIX A.1.1.11

APPENDIX A.1.1.12

APPENDIX A.1.1.13

APPENDIX A.1.1.14

APPENDIX A.1.1.15

APPENDIX A.1.1.16

## APPENDIX A

### LETTER TO PARENTS

Dear Parents,

This summer would you please give me ten to fifteen minutes of your time?

As part of the requirement for the Master's Degree at Drake University, I am engaged in a study of opinions about the parent-teacher conferences being used as a means of reporting pupil progress at the Lynnville-Sully seventh, eighth, and ninth grades.

Your response to the questionnaire is vitally important to the study. It is hoped that with your help we can get a better understanding of the strengths and weaknesses of the conference methods used at Lynnville-Sully. The results of the study will be available to the school for future planning and to any interested parents.

I will distribute the questionnaires this summer, and one day after distribution I will pick them up.

Thank you in advance for your cooperation in this study.

Sincerely,

APPENDIX B

QUESTIONNAIRE FOR JUNIOR HIGH SCHOOL PARENTS  
ABOUT PARENT-TEACHER CONFERENCES

No name required

Dear Parents,

Many of you have already expressed your reaction to the conference plan of reporting pupil progress. However, the following information will be of value in future conferences.

Directions: Mark x in the blank which best answers each question.

1. Do you enjoy the conferences?

           yes

           no

2. Do you feel the conference is better than the report card?

           yes, why?

           no, why?

3. Would you like some written instruction for preparing for the conference and telling you what the conference will be like?

           yes

           no

4. Do you think your child likes to have you talk to the teacher?

\_\_\_\_\_ yes

\_\_\_\_\_ no

5. Do you discuss the conference (what was discussed) with your child?

\_\_\_\_\_ part of it

\_\_\_\_\_ none of it

\_\_\_\_\_ all of it

6. When do you believe the conference should be held?

\_\_\_\_\_ day?

\_\_\_\_\_ night?

\_\_\_\_\_ both?

7. Do you think the conference method has resulted in giving you a better (more complete and accurate) understanding of the school and what it is doing?

\_\_\_\_\_ yes

\_\_\_\_\_ no

8. Are you given a chance to express your opinions completely in the conference?

\_\_\_\_\_ yes

\_\_\_\_\_ no

9. How many conferences do you feel are necessary during the school year? \_\_\_\_\_

10. What should be the time limits for each conference?

☐ 10 minutes

☐ 15 minutes

☐ 20 minutes

☐ 30 minutes

☐ no time limit

11. Which aspects of your child's growth do you think are covered most thoroughly in the conference? Mark as many as necessary to answer.

☐ mental

☐ physical

☐ social

☐ emotional

☐ all of these

☐ none of these

12. During the conference, do the teachers use terms that you understand?

☐ yes

☐ no

13. Do you feel conferences are necessary in high school?

☐ yes

☐ no

14. Do you think you help the teacher better understand your child?

☐ yes

☐ no



15. Does the conference plan give you a better understanding of your child's needs and progress in the school?

\_\_\_\_\_ yes

\_\_\_\_\_ no

16. How often do you feel a report card should be issued?

\_\_\_\_\_ every six weeks

\_\_\_\_\_ every nine weeks

\_\_\_\_\_ once a semester

\_\_\_\_\_ other

17. In what ways could the conferences be of more help to you?

APPENDIX C

JUNIOR HIGH SCHOOL QUESTIONNAIRE ABOUT  
PARENT-TEACHER CONFERENCES  
STUDENT

No names required

Directions: Mark x in the blank which best answers each  
question. Mark grade for this past year.

Grade: \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ Girl \_\_\_\_\_ Boy

1. Which method of reporting your school progress do you  
believe best in helping you adjust to school?

\_\_\_\_\_ the conference with report card  
\_\_\_\_\_ the conference without report card  
\_\_\_\_\_ the report card without conferences

2. Do you feel you could benefit more if you attended the  
conference with your parents?

\_\_\_\_\_ yes  
\_\_\_\_\_ no  
\_\_\_\_\_ undecided

3. How much of the conference do you feel you should attend?

\_\_\_\_\_ one-half of it  
\_\_\_\_\_ three-fourth's of it  
\_\_\_\_\_ all of it  
\_\_\_\_\_ none of it

4. How often do you feel the parent-teacher conference should be held during the school year?

\_\_\_\_\_ once

\_\_\_\_\_ twice

\_\_\_\_\_ more than twice. How often? \_\_\_\_\_

5. Does the conference plan give you a better understanding of your needs and progress in school?

\_\_\_\_\_ yes

\_\_\_\_\_ no

6. Have you attended a conference with your parents?

\_\_\_\_\_ yes

\_\_\_\_\_ no

7. How many minutes do you feel the conference should last?

\_\_\_\_\_ 10 minutes

\_\_\_\_\_ 15 minutes

\_\_\_\_\_ 20 minutes

\_\_\_\_\_ 30 minutes

\_\_\_\_\_ no time limit

8. Do you like to have your parents talk with your teachers about your progress?

\_\_\_\_\_ yes

\_\_\_\_\_ no

9. Do your parents talk to you about what they discussed  
in the conference with the teacher?

\_\_\_\_\_ yes

\_\_\_\_\_ no

10. How could the conference be made more helpful to you?

APPENDIX D

QUESTIONNAIRE FOR JUNIOR HIGH TEACHERS  
ABOUT PARENT-TEACHER CONFERENCES

No name required

Directions: Mark x in the blank which best answers each question.

1. When do you believe the conference should be held?

\_\_\_\_\_ day?

\_\_\_\_\_ evening?

\_\_\_\_\_ both?

2. Do you feel adequate time is given for each conference?

\_\_\_\_\_ yes

\_\_\_\_\_ no

3. What do you consider adequate time for a conference?

\_\_\_\_\_ 10 minutes

\_\_\_\_\_ 15 minutes

\_\_\_\_\_ 20 minutes

\_\_\_\_\_ 30 minutes

\_\_\_\_\_ no time limit

4. Which method of reporting a student's progress do you believe best helps a child in his adjustment to school?

\_\_\_\_\_ the conference with report card

\_\_\_\_\_ the conference without report card

\_\_\_\_\_ the report card without conferences

5. How much of the conference would you like to have the child attend?

\_\_\_\_\_ none of it

\_\_\_\_\_ at least part of it

\_\_\_\_\_ all of it

6. How many conferences a year do you think are necessary to report a child's progress thoroughly? \_\_\_\_\_

7. Do you think conferences are necessary in senior high school?

\_\_\_\_\_ yes

\_\_\_\_\_ no

\_\_\_\_\_ undecided

8. Do you feel it necessary to discuss all aspects of a pupils growth during a conference period?

\_\_\_\_\_ yes

\_\_\_\_\_ no

\_\_\_\_\_ undecided

9. Are you provided time to record significant aspects of the parent-teacher conferences?

\_\_\_\_\_ yes

\_\_\_\_\_ no

10. Which parents participate freely in the conference?

- \_\_\_\_\_ all
- \_\_\_\_\_ most
- \_\_\_\_\_ some - less than  $\frac{1}{2}$
- \_\_\_\_\_ none

11. Which method of reporting do you prefer as a means of giving and receiving information about the student?

- \_\_\_\_\_ conference without report card
- \_\_\_\_\_ report card
- \_\_\_\_\_ written report
- \_\_\_\_\_ conference with a report card

12. Should better preparation be provided (in-service) for conducting conferences?

- \_\_\_\_\_ yes
- \_\_\_\_\_ no

13. What weaknesses does the conference method have as you see it in our school? Use back of page if needed.